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INTRODUCTION TO THE INFORMATION FLUENCY STANDARDS AND BENCHMARKS FOR PRE-K THROUGH GRADE 12

“Information fluency is the ability to analyze our information needs and move confidently, using effective strategies, between media, information, and computer literacy skills to best meet our needs.” (Callison, 2003)

Daniel Callison, the author of the statement above, was keenly aware that children today need to have the skills necessary to make information fluency a natural and comfortable part of their everyday lives. The development of these skills starts at a very early age. We ask a question and seek to find the answer. There are many places to look.

In the Melrose Public School system, we take seriously our responsibility to help students develop information fluency skills. We understand that these skills are cumulative in nature and critical to life-long learning as well as to personal and professional success.

Our document reflects the standards and format supported by the Massachusetts Department of Education and the Massachusetts School Library Media Association. These standards fall into eight categories, the first 6 of which are directly related to Eisenberg’s and Berkowitz’ Big6 skills:

1. Define the Information Task
2. Develop Information Seeking Strategies
3. Locate and Access Information
4. Use Information Effectively
5. Analyze and Synthesize Information
6. Evaluate the Process and Product
7. Participate in Collaborative Activities
8. Appreciate Literature.

As you read our benchmark document, you will see these standards reflected at each grade level. Our teachers firmly believe that these skills can and should be incorporated into many different content areas. In this way, students will be using, developing, and applying the skills in authentic tasks, rather than in isolation. This strengthens the skills and helps students integrate them seamlessly into their daily lives.

The collaborative efforts of Mary Anne Rogers, Marjorie Andler and Wendy Arnold were critical in the creation of this document. Important input was gathered from school administrators, classroom teachers and dedicated, district-wide library coordinators. Our shared belief is that by making information fluency an important part of our instructional program, we can positively impact the lives of the children we teach.

Pat Muxie, Director of Curriculum
July, 2008

Information Fluency Standards and Benchmarks

Pre-K

Note: The schedules of our Pre-K programs vary greatly. Due to time limitations, the majority of standards listed below are learned within whole-group activities.

Standard 1: Define Information Task

Students will be able to define problems competently and identify the needed information.

- 1.2 Identify existing knowledge and, with assistance, list areas where more information is needed. (e.g., Complete a chart: What I Know, What I Think I Know, What I Need to Find Out.)

Standard 2: Develop Information Seeking Strategies

Students will be able to develop strategies to find information relevant to their question or personal need.

- 2.1 With teacher guidance, identify the cover, spine, title/author listing, and barcode on a book.

Standard 3: Locate and Access Information

Students will be able to access and gather information efficiently and effectively.

- 3.1 With teacher guidance, ask a question that requires information-seeking.

Standard 4: Use Information

Students will be able to evaluate resources for their appropriateness, select the best resource and extract the relevant information. Students will practice ethical behavior and respect for intellectual property rights.

- 4.1 Distinguish fact from fiction.
- 4.12 Sort and classify pieces of information
- 4.29 Find the author and title of a print source.

Standard 5: Synthesize Information

Students will organize new information from multiple sources to construct a product that communicates the results of their research.

- 5.1 Create and share pictures with others.

Standard 6: Participate in Collaborative Activities

Students participate effectively in groups to pursue and generate information.

- 6.1 Demonstrate appropriate group conduct (take turns speaking, respect opinions, use a quiet library/media center voice).
- 6.2 Listen to the information and ideas of others.
- 6.3 Exhibit an understanding of the rights of other library users.
- 6.4 Cooperate with others and share resources and materials.

Continued

- 6.7 Exhibit proper respect for and care of library materials, facilities, and equipment.
- 6.9 Understand and follow library rules and procedures.

Standard 8: Appreciate Literature

Students will gain an increased enjoyment of literature and grow in their abilities to locate and select appropriate reading materials independently.

- 8.1 Understand the importance of the library as an information source.
- 8.2 Demonstrate active listening skills.
- 8.3 Listen to literature for pleasure and information.
- 8.4 Use illustrations to acquire a greater understanding of the story.
- 8.5 Demonstrate the proper care of library materials.
- 8.6 Use library collection for pleasure reading.
- 8.7 Understand the difference between an author and an illustrator.
- 8.8 Demonstrate comprehension of a story heard, read or viewed through verbal discussion and/or written responses or artwork.

Information Fluency Standards **Kindergarten**

Standard 1: Define Information Task

Students will be able to define problems competently and identify the needed information.

- 1.2 Identify existing knowledge and, with assistance, list areas where more information is needed.

Standard 2: Develop Information Seeking Strategies

Students will be able to develop strategies to find information relevant to their question or personal need.

- 2.1 Identify the cover, spine, title/author and barcode.
- 2.2 Explain the difference between fiction and non-fiction.

Standard 3: Locate and Access Information

Students will be able to access and gather information efficiently and effectively.

- 3.1 With teacher guidance, ask a question that requires information-seeking.
- 3.3 Independently approach library personnel for assistance.
- 3.6 Independently locate fiction and non-fiction sections in the school library.
- 3.7 Independently locate computers in the school library.

Standard 4: Use Information

Students will be able to: a) evaluate resources for their appropriateness, b) select the best resource and extract the relevant information, and c) practice ethical behavior and respect for intellectual property rights.

- 4.1 Distinguish fiction from nonfiction.
- 4.29 Find the author and title of a print source.

Standard 5: Synthesize Information

Students will organize new information from multiple sources to construct a product that communicates the results of their research.

- 5.1 Create and share pictures with others.

Standard 6: Participate in Collaborative Activities

Students participate effectively in groups to pursue and generate information.

- 6.1 Demonstrate appropriate group conduct (take turns speaking, respect opinions, use library voice).
- 6.2 Listen to the information and ideas of others.
- 6.3 Exhibit an understanding of the rights of other library users.
- 6.4 Cooperate with others and share resources and materials. **Continued**

- 6.6 Assist other students with book selection.
- 6.7 Exhibit proper respect for and care of library materials, facilities, and equipment.
- 6.9 Understand and follow library rules and procedures.

Standard 7: Evaluate

Students will evaluate both the research process and the final product. This may include both self and peer evaluation.

- 7.2 Judge the process. Ask questions: What did I like? What was easy? What was difficult? How can I do it better next time?

Standard 8: Appreciate Literature

Students will gain an increased enjoyment of literature and grow in their abilities to independently locate and select appropriate reading materials.

- 8.1 Understand the importance of the library as an information source.
- 8.2 Demonstrate active listening skills.
- 8.3 Listen to literature for pleasure and information.
- 8.4 Use illustrations to acquire a greater understanding of the story.
- 8.5 Demonstrate the proper care of library materials.
- 8.6 Use library collections for pleasure reading.
- 8.7 Understand the difference between an author and an illustrator.
- 8.8 Demonstrate comprehension of a story heard, read or viewed through verbal discussion and/or written responses or artwork.
- 8.10 Identify books that are special award winners (e.g., Caldecott and Coretta Scott King Award winning books) by recognition of symbol on cover.

Information Fluency Standards

Grade 1

Standard 1: Define Information Task

Students will be able to define problems competently and identify the needed information.

- 1.1 Rephrase the classroom assignment: What am I supposed to do?
- 1.2 Identify existing knowledge and, with assistance, list areas where more information is needed.
- 1.3 Brainstorm additional questions to answer in solving an information problem.

Standard 2: Develop Information Seeking Strategies

Students will be able to develop strategies to find information relevant to their question or personal need.

- 2.1 Identify the parts of a book, e.g., spine, spine label, cover, title page, verso page, barcode.
- 2.2 Explain the difference between fiction and non-fiction.
- 2.3 Recognize which resources are the best to use and why.
- 2.4 Web or map a topic based on prior knowledge and preliminary background information, using Kidspiration.
- 2.5 Develop a strategy to solve an information problem (e.g., Big 6 strategy).

Standard 3: Locate and Access Information

Students will be able to access and gather information efficiently and effectively.

- 3.1 With teacher guidance, ask a question that requires information-seeking.
- 3.2 Independently find the library media center.
- 3.3 Independently approach library personnel for assistance.
- 3.4 Understand that there is a relationship to spine label and book content.
- 3.6 Independently locate fiction and non-fiction sections in the school library.
- 3.7 Independently locate computers in the school library.

Standard 4: Use Information

Students will be able to: a) evaluate resources for their appropriateness, b) select the best resource and extract the relevant information, and c) practice ethical behavior and respect for intellectual property rights.

- 4.1 Distinguish fiction from nonfiction.
- 4.12 Sort, classify and sequence pieces of information (e.g., place events along a timeline, sort families of animals, etc.).
- 4.28 Indicate the source of information.
- 4.29 Find and record the author and title of an information source.

Continued

Standard 5: Synthesize Information

Students will organize new information from multiple sources to construct a product that communicates the results of their research.

- 5.2 Use new words or sentences in describing pictures.
- 5.3 Present a final product using an appropriate format: report, diorama, poster, or other medium of communication.

Standard 6: Participate in Collaborative Activities

Students participate effectively in groups to pursue and generate information.

- 6.1 Demonstrate appropriate group conduct (take turns speaking, respect opinions, use quiet library voice).
- 6.3 Exhibit an understanding of the rights of other library users.
- 6.4 Cooperate with others and share resources and materials.
- 6.5 Work with other students to create and evaluate simple information products.
- 6.6 Assist other students with book selection.
- 6.7 Exhibit proper respect for and care of library materials, facilities, and equipment.
- 6.8 Understand the layout and organization of the library.
- 6.9 Understand and follow library rules and procedures.

Standard 7: Evaluate

Students will evaluate both the research process and the final product. This may include both self and peer evaluation.

- 7.1 Using provided checklist or rubric, determine that project is complete and accurate.
- 7.2 Judge the process. Ask questions: What did I like? What was easy? What was difficult? How can I do it better next time?
- 7.3 Judge the product. Ask questions: Did I complete all the steps required by my teacher? What have I learned? How can I improve my final product? If I had to do it over again, what would I do differently?

Standard 8: Appreciate Literature

Students will gain an increased enjoyment of literature and grow in their abilities to independently locate and select appropriate reading materials.

- 8.1 Understand the importance of the library as an information source.
- 8.2 Demonstrate active listening skills.
- 8.3 Listen to literature for pleasure and information.
- 8.4 Use illustrations to acquire a greater understanding of the story.
- 8.5 Demonstrate the proper care of library materials.
- 8.6 Use library collections for pleasure reading.
- 8.7 Understand the difference between an author and an illustrator.
- 8.8 Demonstrate comprehension of a story heard, read or viewed through verbal discussion and/or written responses or artwork.
- 8.9 Share books by favorite authors and illustrators.

Information Fluency Standards
Grade 2

Standard 1: Define Information Task

Students will be able to define problems competently and identify the needed information.

- 1.1 Rephrase the classroom assignment: What am I supposed to do?
- 1.2 Identify existing knowledge and, with assistance, list areas where more information is needed.
- 1.3 Brainstorm additional questions to answer in solving an information problem.

Standard 2: Develop Information Seeking Strategies

Students will be able to develop strategies to find information relevant to their question or personal need.

- 2.1 Identify the parts of a book, e.g., spine, spine label, cover, title page, verso page, and barcode.
- 2.3 Recognize which resources are the best to use and why.
- 2.4 Web or map a topic based on prior knowledge and preliminary background information. (Teachers may use Kidspiration to address this standard.)
- 2.5 Develop a strategy to solve an information problem (e.g., Big6 strategy).

Standard 3: Locate and Access Information

Students will be able to access and gather information efficiently and effectively.

- 3.1 Independently ask a question that requires information-seeking.
- 3.2 Independently find the library media center.
- 3.3 Independently approach library personnel for assistance.
- 3.4 Understand that there is a relationship between spine label and book content.
- 3.5 Identify shelving order – top to bottom, left to right.
- 3.6 Independently locate fiction and non-fiction sections in the school library.
- 3.7 Independently locate computers in the school library.

Standard 4: Use Information

Students will be able to: a) evaluate resources for their appropriateness, b) select the best resource and extract the relevant information, and c) practice ethical behavior and respect for intellectual property rights.

- 4.12 Sort, classify and sequence pieces of information (e.g., place events along a timeline, sort families of animals).
- 4.28 Indicate the source of information.
- 4.29 Find and record the author and title of an information source.

Continued

Standard 5: Synthesize Information

Students will organize new information from multiple sources to construct a product that communicates the results of their research.

- 5.2 Use new words or sentences in describing pictures.
- 5.3 Present a final product using an appropriate format (e.g., report, diorama, poster, or other medium of communication).

Standard 6: Participate in Collaborative Activities

Students participate effectively in groups to pursue and generate information.

- 6.3 Exhibit an understanding of the rights of other library users.
- 6.4 Cooperate with others and share resources and materials.
- 6.5 Work with other students to create and evaluate simple information products.
- 6.6 Assist other students with book selection.
- 6.7 Exhibit proper respect for and care of library materials, facilities, and equipment.
- 6.8 Understand the layout and organization of the library.
- 6.9 Understand and follow library rules and procedures.

Standard 7: Evaluate

Students will evaluate both the research process and the final product. This may include both self and peer evaluation.

- 7.1 Using provided checklist or rubric, determine that the project is complete and accurate.
- 7.2 Judge the process. Ask questions: What did I like? What was easy? What was difficult? How can I do it better next time?
- 7.3 Judge the product. Ask questions: Did I complete all the steps required by my teacher? What have I learned? How can I improve my final product? If I had to do it over again, what would I do differently?

Standard 8: Appreciate Literature

Students will gain an increased enjoyment of literature and grow in their abilities to locate and select appropriate reading materials independently.

- 8.1 Understand the importance of the library as an information source.
- 8.2 Demonstrate active listening skills.
- 8.3 Listen to literature for pleasure and information.
- 8.4 Use illustrations to acquire a greater understanding of the story.
- 8.5 Demonstrate the proper care of library materials.
- 8.6 Use library collections for pleasure reading.
- 8.7 Understand the difference between an author and an illustrator.
- 8.8 Demonstrate comprehension of a story heard, read or viewed through verbal discussion and/or written responses or artwork.
- 8.9 Share books by favorite authors and illustrators.

Information Fluency Standards

Grade 3

Standard 1: Define Information Task

Students will be able to define problems competently and identify the needed information.

- 1.4 With assistance, list the criteria for a research assignment.
- 1.5 Demonstrate overall understanding of the final product (e.g., “I need to create a multimedia presentation, diorama, poster, essay, etc.).
- 1.6 Use a teacher-selected essential question to develop a topic focus (e.g., “Why do leaves turn different colors in the fall?”).
- 1.7 Gather background information by reading, viewing or listening to a variety of pre-selected and self-selected resources.
- 1.8 As a class, develop student-driven essential questions.
- 1.10 Identify existing knowledge as well as additional information necessary to solve the problem.

Standard 2: Develop Information Seeking Strategies

Students will be able to develop strategies to find information relevant to their question or personal need.

- 2.6 Identify and locate the following parts of a book: copyright date, publisher, title page, table of contents, and glossary.
- 2.7 Explain that there are different types of print resources that can be used for different purposes: books, periodicals, pre-selected class websites, electronic resources including databases, and reference materials such as dictionaries, encyclopedias, thesauruses, almanacs, and atlases.
- 2.8 Explain the differences and uses of basic reference materials as sources of information: dictionary, encyclopedia, atlas, almanacs, thesaurus.
- 2.9 Identify key words that will enable information on a topic to be located.
- 2.11 Web, map, or diagram a main topic with sub-topics using Kidspiration.
- 2.12 Develop a strategy for finding relevant information from a variety of types of resources (e.g., the Big 6 strategy).

Standard 3: Locate and Access Information

Students will be able to access and gather information efficiently and effectively.

- 3.8 Identify an information need.
- 3.9 Know the role and expertise of the library media specialist.
- 3.10 Understand the organization of the library media center.
- 3.11 Explore the divisions of the Dewey Decimal system.
- 3.12 Use the library catalog (card or electronic) to locate information sources.
- 3.13 With assistance, choose appropriate information source (reference material, subject matter, reading level).
- 3.14 Explore different materials located in the reference section.
- 3.15 With assistance, use print reference materials appropriately. **Continued**

- 3.16 Identify table of contents, index, and glossary.
- 3.17 With assistance, find information from maps and charts.
- 3.18 Explore and develop understanding of how to gather information.

Standard 4: Use Information

Students will be able to: a) evaluate resources for their appropriateness, b) select the best resource and extract the relevant information, and c) practice ethical behavior and respect for intellectual property rights.

- 4.3 Compare and contrast information from different sources.
- 4.13 Read print and non-print material to gather information.
- 4.16 With assistance, summarize and paraphrase information in own words.
- 4.17 With assistance, organize information from multiple sources.
- 4.30 Discuss plagiarism and its consequences.
- 4.31 Using a provided format, write an appropriate bibliography.
- 4.32 Using a provided format, write correct citations for text and images gathered from a variety of sources.

Standard 5: Synthesize Information

Students will organize new information from multiple sources to construct a product that communicates the results of their research.

- 5.4 Consider the purpose and audience of a product and/or presentation.
- 5.5 Organize the information in a way which is appropriate for the assignment, project, or question.

Standard 6: Participate in Collaborative Activities

Students participate effectively in groups to pursue and generate information.

- 6.10 Exhibit an understanding of the rights of other library users.
- 6.11 Work cooperatively with others to share resources and materials.
- 6.12 Assist other students with book selection.
- 6.13 Exhibit proper respect for and care of library materials, facilities, and equipment.
- 6.14 Understand the layout and organization of the library.
- 6.15 Keep books and materials in order when browsing.
- 6.16 Understand and follow library rules, policies and procedures.
- 6.17 Discuss information and ideas with others. Listen to others and change their own ideas when appropriate.
- 6.18 Using information sources, select information and ideas that will contribute directly to the success of group projects.
- 6.19 Respect others' ideas and backgrounds, and acknowledge their contributions.
- 6.20 Encourage consideration of ideas and information from all group members.
- 6.21 Respond respectfully to the points of view and ideas of others.
- 6.22 Participate actively in group discussions to analyze information.
- 6.23 Collaborate with others to design, develop and evaluate information products and suggest solutions to problems that come up in the process. **Continued**

Standard 7: Evaluate

Students will evaluate both the research process and the final product. This may include both self and peer evaluation.

- 7.4 Conference with peers, teachers, and the library media specialist during the creation of a product and in the final product evaluation.

Standard 8: Appreciate Literature

Students will gain an increased enjoyment of literature and grow in their abilities to locate and select appropriate reading materials independently.

- 8.11 Recognize various genres of literature.
- 8.12 Demonstrate awareness of literature from various cultures and genres (e.g., nursery rhymes, fairy tales, folklore, poetry).
- 8.13 Make connections among materials read, heard, or viewed.
- 8.14 Make predictions in literature.
- 8.15 Recognize basic story elements: character, setting and problem.

Information Fluency Standards **Grade 4**

Standard 1: Define Information Task

Students will be able to define problems competently and identify the needed information.

- 1.4 With assistance, list the criteria for a research assignment.
- 1.5 Demonstrate overall understanding of the final product. (e.g., “I need to create a ... multimedia presentation, diorama, poster, essay.”)
- 1.6 Use the teacher-selected essential question to develop a topic focus. (e.g., “Why do leaves turn different colors in the fall?”)
- 1.7 Gather background information by reading, viewing or listening to a variety of pre-selected and self-selected resources.
- 1.8 As a class, develop student-driven essential questions.
- 1.9 As a class, develop subsidiary questions to answer in solving an information problem.
- 1.10 Identify existing knowledge as well as additional information necessary to solve a problem.

Standard 2: Develop Information Seeking Strategies

Students will be able to develop strategies to find information relevant to their question or personal need.

- 2.6 Identify and use parts of a book (e.g., appendix, index, bibliography) to gather information.
- 2.7 Explain that there are different types of print resources that can be used for different purposes: books, periodicals, pre-selected class websites, electronic resources such as databases, and reference materials such as dictionaries, encyclopedias, thesauruses, almanacs, and atlases.
- 2.9 Identify key words that will enable information on a topic to be located.
- 2.10 Use the online catalog with assistance, to find information sources in the school library media center.
- 2.11 Web, map, or diagram a main topic with sub-topics using a software program such as Kidspiration.
- 2.12 Develop a strategy for finding relevant information (e.g., the Big 6 strategy).

Standard 3: Locate and Access Information

Students will be able to access and gather information efficiently and effectively.

- 3.8 Identify an information need.
- 3.10 Understand the organization of the library media center.
- 3.11 Exhibit understanding and basic use of Dewey Decimal System. **Continued**

- 3.12 Use library catalog (card or electronic) to locate information sources.
- 3.13 With assistance, choose appropriate information source in relation to: reference material, subject matter, and reading level.
- 3.14 Understand differences between materials in the reference section.
- 3.15 With assistance, use print reference materials appropriately.
- 3.16 Identify and use table of contents, index, and glossary.
- 3.17 With assistance, find information using maps and charts.
- 3.18 Explore and develop understanding of how to gather information.

Standard 4: Use Information

Students will be able to: a) evaluate resources for their appropriateness, b) select the best resource, and extract the relevant information, and c) practice ethical behavior and respect for intellectual property rights.

- 4.2 With assistance develop criteria for relevant print information, including age of source using copyright date.
- 4.3 Compare and contrast information from different sources.
- 4.4 With assistance distinguish between primary and secondary sources.
- 4.5 Explore the practice of evaluating web sites using the ABC method.
- 4.13 Read print and non-print material to gather information.
- 4.14 Takes notes using teacher-made research forms to extract relevant information.
- 4.15 Choose appropriate order (e.g., chronological, alphabetical, topical) for information.
- 4.15a Use provided graphic organizers and outlines to organize information logically.
- 4.16 With assistance, summarize and paraphrase information.
- 4.17 With assistance, organize information from multiple sources.
- 4.30 Define plagiarism and its consequences.
- 4.31 Using a provided format, write an accurate bibliography.

Standard 5: Synthesize Information

Students will organize new information from multiple sources to construct a product that communicates the results of their research.

- 5.4 Consider the purpose and audience for the product and/or presentation.
- 5.5 Organize the information in a way which is appropriate for the assignment, project, or question.

Standard 6: Participate in Collaborative Activities

Students participate effectively in groups to pursue and generate information.

- 6.10 Exhibit an understanding of the rights of other library users.
- 6.11 Work cooperatively with others and share resources and materials.
- 6.12 Assist other students with book selection.
- 6.13 Exhibit proper respect for library materials, facilities, and equipment.

Continued

- 6.14 Understand the layout and organization of the library.
- 6.15 Keep books and materials in order when browsing.
- 6.16 Understand and follow library rules, policies and procedures.
- 6.17 Discuss information and ideas with others. Listen well and change their own ideas when appropriate.
- 6.18 Using information sources, select information and ideas that will contribute directly to the success of group projects.
- 6.19 Respect others' ideas and backgrounds and acknowledge their contributions.
- 6.20 Encourage consideration of ideas and information from all group members.
- 6.21 Respond respectfully to the points of view and ideas of others.
- 6.22 Participate actively in group discussions to analyze information products and solutions to problems.
- 6.23 Collaborate with others to design, develop and evaluate information products.

Standard 7: Evaluate

Students will evaluate both the research process and the final product. This may include both self and peer evaluation.

- 7.4 Conference with peers, teachers, and library personnel during the creation of a product and in the final product evaluation.

Standard 8: Appreciate Literature

Students will gain an increased enjoyment of literature and grow in their abilities to locate and select appropriate reading materials independently.

- 8.11 Recognizes various genres of literature.
- 8.12 Demonstrate awareness of literature from various cultures and genres (e.g., nursery rhymes, fairy tales, folklore, and poetry).
- 8.13 Make connections among materials read, heard, or viewed.
- 8.14 Make predictions in literature.
- 8.15 Recognize basic story elements: character, setting and problem.

Information Fluency Standards **Grade 5**

Standard 1: Define Information Task

Students will be able to define problems competently and identify the needed information.

- 1.11 Understand the criteria for a research assignment.
- 1.12 Explain what the final product will look like.
- 1.13 Select a topic from a range of possibilities.
- 1.14 Use a teacher-provided essential question to develop a topic focus.
- 1.16 Start to develop subsidiary questions to help address the essential question.

Standard 2: Develop Information Seeking Strategies

Students will be able to develop strategies to find information relevant to their question or personal need.

- 2.13 Understand organizational systems for resources, both print and non-print.
- 2.14 Search the online catalog with assistance.
- 2.15 Explain differences between using a search engine and database, then with assistance, select keywords and phrases for using internet search engines, directories, and online subscription databases.
- 2.19 With assistance, develop and use a strategy for locating relevant information in a variety of sources.

Standard 3: Locate and Access Information

Students will be able to access and gather information efficiently and effectively.

- 3.19 With assistance, independently choose the appropriate information source in relation to subject matter, reading level, and format.
- 3.20 Locate appropriate articles in encyclopedias.
- 3.22 Use atlases and almanacs.
- 3.24 With assistance, use cross-references to locate additional information.
- 3.26 In keeping with the research process outlined in ELA Curriculum Framework and the Instructional Technology Standards, identify electronic sources of information (e.g., Internet, CD-ROM, online periodical databases, and online catalogs).
- 3.27 Use technology to locate, evaluate and collect information from a variety of sources.
- 3.28 With teacher guidance use search engines effectively to find relevant, unbiased, and current information on a topic.

Standard 4: Use Information

Students will be able to: a) evaluate resources for their appropriateness, b) select the best resource and extract the relevant information, and c) practice ethical behavior and respect for intellectual property rights.

- 4.6 Independently check copyright date to determine age of information source.
- 4.7 With predetermined rubric and/or teacher assistance evaluate electronic resources for accuracy, relevance, appropriateness, comprehensiveness and bias (*IT 2.3, 2.12, 2.19*).
- 4.18 Independently take notes.
- 4.19 Summarize and paraphrase information.
- 4.20 Choose appropriate order (e.g., chronological, alphabetical, hierarchical in terms of importance, persuasive position) for information.
- 4.21 Organize information from multiple sources.
- 4.22 As a group, make inferences from data.
- 4.23 Collaborate with others, including using technology to share information.
- 4.31 Using a provided format, write an appropriate bibliography.
- 4.32 Using a provided format, write correct citations for text and images gathered from sources.
- 4.35 Demonstrate understanding that use of materials is limited by the fair use rule of copyright law.

Standard 5: Synthesize Information

Students will organize new information from multiple sources to construct a product that communicates the results of their research.

- 5.6 Use word processing, editing, and spelling tools to produce an original product that clearly communicates research results.
- 5.7 Practice collaborative learning skills.
- 5.8 Understand that preparing for a presentation will become a life long skill.

Standard 6: Participate in Collaborative Activities

Students participate effectively in groups to pursue and generate information.

- 6.24 Participate actively in group discussions to analyze information products and Solutions to problems.

Standard 7: Evaluate

Students will evaluate both the research process and the final product. This may include both self and peer evaluation.

- 7.5 Develop evaluation criteria for a research project and practice self-evaluation of research process and final product.
- 7.6 With assistance, describe the ethical use of information.
- 7.7 Use critical and creative thinking skills to analyze, synthesize and evaluate relevance, reliability, and authority of sources. **Continued**

- 7.8 Evaluate how effectively they communicate their research results by using predetermined criteria.
- 7.10 Summarize new knowledge gained through peer presentations.

Standard 8: Appreciate Literature

Students will gain an increased enjoyment of literature and grow in their abilities to locate and select appropriate reading materials independently.

- 8.16 Incorporate critical and creative thinking skills to evaluate literary elements and conventions.
- 8.17 Display knowledge of various types of print material, genres, and selection aids.
- 8.18 Identify and read from a variety of genres (e.g., historical, realistic, fantasy, fiction, folklore, poetry, biography, and nonfiction).
- 8.19 Recognize reading as a lifelong pursuit.

Information Fluency Standards

Grade 6

Standard 1: Define Information Task

Students will be able to define problems competently and identify the needed information.

- 1.11 Understand the criteria for a research assignment.
- 1.12 Choose the most effective final product format for a designated purpose.
- 1.13 Select a topic from a range of possibilities.
- 1.14 Develop a self-selected essential question.
- 1.16 Develop subsidiary questions to help address an essential question.
- 1.17 Identify pre-existing knowledge, as well as additional information necessary to solve a problem.
- 1.18 Skim and read from print and electronic general reference sources to gain an overview of the topic.

Standard 2: Develop Information Seeking Strategies

Students will be able to develop strategies to find information relevant to their question or personal need.

- 2.13 Understand both print and non-print organizational systems for resources.
- 2.14 Search the online catalog with assistance.
- 2.15 Explain differences between using a search engine and database. With assistance, select keywords and phrases for using internet search engines, directories, and online subscription databases.
- 2.18 Map or outline a topic with subtopics.
- 2.19 With assistance, develop and use a strategy for locating relevant information in a variety of sources.
- 2.19a Assess the value of various types of electronic resources focusing on website evaluation.

Standard 3: Locate and Access Information

Students will be able to access and gather information efficiently and effectively.

- 3.19 With assistance, independently choose appropriate information source in relation to subject matter, reading level, and format.
- 3.20 Locate appropriate articles in encyclopedias.
- 3.21 Locate appropriate articles in print periodicals.
- 3.22 Use atlases and almanacs.
- 3.23 Retrieve information from grids, schedules and tables.
- 3.24 With assistance, use cross-references to locate additional information.
- 3.26 In keeping with the research process outlined in ELA Curriculum Framework and Instructional Technology Standards, identify electronic sources of information (e.g., Internet, CD-ROM, online periodical databases, online catalogs).
- 3.27 Use technology to locate, evaluate, and collect information **Continued**

- from a variety of sources.
- 3.28 Use search engines effectively to find relevant, unbiased, and current information on a topic (*IT 3.7*). Correctly identify source of information using appropriate citation format.

Standard 4: Use Information

Students will be able to: a) evaluate resources for their appropriateness, b) select the best resources and extract the relevant information, and c) practice ethical behavior and respect for intellectual property rights.

- 4.6 Independently check copyright date to determine age of information source.
- 4.7 With predetermined rubric and/or teacher assistance, evaluate electronic resources for accuracy, relevance, appropriateness, comprehensiveness and bias (*IT 2.3, 2.12, 2.19*).
- 4.18 Independently take notes.
- 4.19 Summarize and paraphrase information.
- 4.20 Choose appropriate order (e.g., chronological, alphabetical, hierarchical in terms of importance, persuasive position) for information.
- 4.21 Organize information from multiple sources.
- 4.22 As a group, make inferences from data.
- 4.23 Collaborate with others, including using technology to share information.
- 4.31 Using a provided format, write an appropriate bibliography.
- 4.32 Using a provided format, write correct citations for text and images gathered from sources.
- 4.35 Demonstrate understanding that use of materials is limited by the fair use rule of copyright law.
- 4.36 Explain and demonstrate ethical and legal behavior in the copying of electronic files (*IT 2.7*).

Standard 5: Synthesize Information

Students will organize new information from multiple sources to construct a product that communicates the results of their research.

- 5.6 Use word processing, editing and spelling tools to produce an original product that clearly communicates research results.
- 5.7 Practice collaborative learning skills, when appropriate.
- 5.8 Understand that preparing for a presentation will become a life long skill.

Standard 6: Participate in Collaborative Activities

Students participate effectively in groups to pursue and generate information.

- 6.24 Participate actively in group discussions to analyze information products and solutions.
- 6.25 Use their evaluations and the group's work to improve content, delivery and work habits. **Continued**

Standard 7: Evaluate

Students will evaluate both the research process and the final product. This may include both self and peer evaluation.

- 7.5 Develop evaluation criteria for a research project and practice self-evaluation of research process and final product.
- 7.6 With assistance, describe the ethical use of information.
- 7.7 Use critical and creative thinking skills to analyze, synthesize and evaluate relevance, reliability, and authority of sources.
- 7.8 Evaluate how effectively they communicate their research results by using predetermined criteria.
- 7.10 Summarize new knowledge gained through peer presentations.

Standard 8: Appreciate Literature

Students will gain an increased enjoyment of literature and grow in their abilities to locate and select appropriate reading materials independently.

- 8.16 Incorporate critical and creative thinking skills to evaluate literary elements and conventions.
- 8.17 Display knowledge of various types of print material, genres, and selection aids.
- 8.18 Identify and read from a variety of genres (e.g., historical, realistic, fantasy, fiction, folklore, poetry, biography, and nonfiction).
- 8.19 Recognize reading as a lifelong pursuit.

Information Fluency Standards **Grade 7**

Standard 1: Define Information Task

Students will be able to define problems competently and identify the needed information.

- 1.12 Choose the most effective final product format for a designated purpose.
- 1.14 Develop a self-selected essential question.
- 1.16 Develop subsidiary questions to help address an essential question.
- 1.17 Identify pre-existing knowledge, as well as additional information necessary to solve the problem.
- 1.18 Skim and read from print and electronic general reference sources to gain an overview of the topic.

Standard 2: Develop Information Seeking Strategies

Students will be able to develop strategies to find information relevant to their question or personal need.

- 2.14 Independently search the online catalog.
- 2.15 With assistance select keywords and phrases for using internet search engines and directories, as well as online subscription databases.
- 2.16 Be able to narrow and broaden keywords and phrases.
- 2.17 Understand the difference between, and the uses of, primary and secondary sources.
- 2.18 Map or outline a topic with subtopics.
- 2.19 Develop and use a strategy for locating relevant information in a variety of sources.
- 2.19a Assess the value of various types of electronic resources focusing on website evaluation.

Standard 3: Locate and Access Information

Students will be able to access and gather information efficiently and effectively.

- 3.19 Independently choose the appropriate information source in relation to subject matter, reading level, and format.
- 3.21 Locate appropriate articles in print periodicals.
- 3.23 Retrieve information from grids, schedules and tables.
- 3.24 Use cross-references to locate additional information.
- 3.25 Recognize inadequacies or gaps in information.
- 3.26 In keeping with the research process outlined in ELA Curriculum Framework and Instructional Technology Standards, identify electronic sources of information (e.g., Internet, CD-ROM, online periodical databases, online catalogs).
- 3.27 Use technology to locate, evaluate, and collect information from a variety of sources.
- 3.28 Use search engines effectively to find relevant, unbiased, **Continued**

and current information on a topic (*IT 3.7*). Correctly identify the source of information using appropriate citation format.

Standard 4: Use Information

Students will be able to: a) evaluate resources for their appropriateness, b) select the best resources and extract the relevant information, and c) practice ethical behavior and respect for intellectual property rights.

- 4.6 Independently discriminate between primary and secondary resources.
- 4.7 Evaluate electronic resources for accuracy, relevance, appropriateness, comprehensiveness and bias (*IT 2.3, 2.12, 2.19*).
- 4.22 Make inferences from data.
- 4.33 Independently write an appropriate bibliography.
- 4.34 Independently create correct citations for text and images gathered from resources.
- 4.35 Demonstrate understanding that use of materials is limited by the fair use rule of copyright law.
- 4.36 Explain and demonstrate ethical and legal behavior in the copying of electronic files (*IT 2.7*).

Standard 5: Synthesize Information

Students will organize new information from multiple sources to construct a product that communicates the results of their research.

- 5.7 Practice collaborative learning skills, when appropriate.
- 5.8 Understand that preparing for a presentation will become a life long skill.

Standard 6: Participate in Collaborative Activities

Students participate effectively in groups to pursue and generate information.

- 6.24 Participate actively in group discussions to analyze information products and solutions to problems.
- 6.25 Use their evaluations and the group's work to improve content, delivery and work habits.

Standard 7: Evaluate

Students will evaluate both the research process and the final product. This may include both self and peer evaluation.

- 7.5 In addition to developing criteria for a research project, analyze the evaluation results to improve their project and practice self-evaluation of the research process and final product.
- 7.7 Use critical and creative thinking skills to analyze, synthesize and evaluate relevance, reliability, and authority of sources.
- 7.8 Evaluate how effectively they communicate their research results by using predetermined criteria. **Continued**

Standard 8: Appreciate Literature

Students will gain an increased enjoyment of literature and grow in their abilities to locate and select appropriate reading materials independently.

- 8.17 Display knowledge of various types of print material, genres, and selection aids.
- 8.18 Identify and read from a variety of genres (e.g., historical, realistic, fantasy, fiction, folklore, poetry, biography, and nonfiction).
- 8.19 Recognize reading as a lifelong pursuit.

Information Fluency Standards **Grade 8**

Standard 1: Define Information Task

Students will be able to define problems competently and identify the needed information.

- 1.12 Choose the most effective final product format for a designated purpose.
- 1.15 With assistance, develop a thesis statement.
- 1.18 Skim and read from print and electronic general reference sources to gain an overview of the topic.

Standard 2: Develop Information Seeking Strategies

Students will be able to develop strategies to find information relevant to their question or personal need.

- 2.14 Independently search the online catalog.
- 2.15 With assistance, select keywords and phrases for using internet search engines and directories, as well as online subscription databases.
- 2.16 Be able to narrow and broaden keywords and phrases.
- 2.17 Understand the difference between, and the uses of, primary and secondary sources.
- 2.18 Map or outline a topic with subtopics.
- 2.19 Develop and use a strategy for locating relevant information in a variety of sources.
- 2.19a Assess the value of various types of electronic resources focusing on website evaluation.

Standard 3: Locate and Access Information

Students will be able to access and gather information efficiently and effectively.

- 3.19 Independently choose the appropriate information source in relation to subject matter, reading level, and format.
- 3.21 Locate appropriate articles in print periodicals.
- 3.23 Retrieve information from grids, schedules and tables.
- 3.24 Use cross-references to locate additional information.
- 3.25 Recognize inadequacies or gaps in information.
- 3.26 In keeping with the research process outlined in ELA Curriculum Framework and Instructional Technology Standards, identify electronic sources of information (e.g., internet, CD-ROM, online periodical databases, online catalogs).
- 3.27 Use technology to locate, evaluate and collect information from a variety of sources.
- 3.28 Use search engines effectively to find relevant, unbiased, **Continued**

and current information on a topic (*IT 3.7*). Correctly identify the source of information using the appropriate citation format.

Standard 4: Use Information

Students will be able to: a) evaluate resources for their appropriateness, b) select the best resource and extract the relevant information, and c) practice ethical behavior and respect for intellectual property rights.

- 4.6 Independently discriminate between primary and secondary resources.
- 4.7 Evaluate electronic resources for accuracy, relevance, appropriateness, comprehensiveness and bias (*IT 2.3, 2.12, 2.19*).
- 4.22 Make inferences from data.
- 4.31 Independently write an appropriate bibliography.
- 4.32 Independently create correct citations for text and images gathered from resources.
- 4.35 Demonstrate understanding that use of materials is limited by the fair use rule of copyright law.
- 4.36 Explain and demonstrate ethical and legal behavior in the copying of electronic files (*IT 2.7*).

Standard 5: Synthesize Information

Students will organize new information from multiple sources to construct a product that communicates the results of their research.

- 5.7 Practice collaborative learning skills, when appropriate.
- 5.8 Understand that preparing for a presentation will become a lifelong skill.

Standard 6: Participate in Collaborative Activities

Students participate effectively in groups to pursue and generate information.

- 6.24 Participate actively in group discussions to analyze information products and solutions to problems.
- 6.25 Use their evaluations and the group's work to improve content, delivery and work habits.

Standard 7: Evaluate

Students will evaluate both the research process and the final product. This may include both self and peer evaluation.

- 7.5 In addition to developing criteria for a research project, analyze the evaluation results to improve their project and practice self-evaluation of the research process and final product.
- 7.7 Use critical and creative thinking skills to analyze, synthesize and evaluate relevance, reliability, and authority of sources.
- 7.8 Evaluate how effectively they communicate their research **Continued**

results by using predetermined criteria.

Standard 8: Appreciate Literature

Students will gain an increased enjoyment of literature and grow in their abilities to locate and select appropriate reading materials independently.

- 8.18 Identify and read from a variety of genres (e.g., historical, realistic, fantasy, fiction, folklore, poetry, biography, and nonfiction).
- 8.19 Recognize reading as a lifelong pursuit.

Information Fluency Standards

Grade 9

Standard 1: Define an Information Task

Students will be able to define problems competently and identify the needed information.

- 1.19 Select a topic and/or develop a thesis independently.
- 1.20 Demonstrate understanding of the final product.
- 1.21 Develop an essential question to answer.
- 1.22 Skim/read reference sources to provide background information and generate subsidiary questions.

Standard 2: Develop Information Seeking Strategies

Students will be able to develop strategies to find information relevant to their question or personal need.

- 2.20 Use a strategy for finding relevant information from a variety of sources.
- 2.21 Assess the value of various types of electronic resources for data gathering, including databases, internet sites, electronic reference works, community and government electronic resources.
- 2.22 Develop keywords and phrases to search for information.
- 2.23 Use new search engines and directories to survey a topic.
- 2.24 Narrow or expand a topic based on preliminary searching.
- 2.25 Select primary (e.g., diaries, interviews, works of literature) and secondary (e.g., biographies, journal articles, abstracts) sources as appropriate.

Standard 3: Locate and Access Information

Students will be able to access and gather information efficiently and effectively.

- 3.29 With assistance independently develop an information search strategy.
- 3.30 Independently locate information outside the school library media center.
- 3.31 Use a periodical index.
- 3.32 Use technology to locate, evaluate and collect information from a variety of sources.
- 3.33 Use Boolean operators (e.g., and/but/not) to query databases for information retrieval.
- 3.34 Search for information within a source.
- 3.35 Evaluate and select the best sources for the information need using ABC (Authority, Bias, Content) format or comparable rubric.

Continued

Standard 4: Use Information

Students will be able to: a) evaluate resources for their appropriateness, b) select the best resources and extract the relevant information, and c) practice ethical behavior and respect for intellectual property rights.

- 4.8 Practice independent critical thinking when reviewing a potential information source by: distinguishing between verifiable facts and value claims; determining authority and factual accuracy of a statement; detecting bias.
- 4.9 Compare and contrast information from different sources.
- 4.10 Use a predetermined rubric and with teacher assistance routinely evaluate web sites for authenticity.
- 4.24 Create original graphic organizers and outlines.
- 4.25 Extrapolate information found in tables, charts, and graphs.
- 4.26 Gather information to support a point of view in persuasive writing.
- 4.27 Develop the skill of integrating results into a research project (*IT 3.13*).
- 4.37 Demonstrate legal and ethical behaviors regarding the use of technology and information.
- 4.38 Explain the provisions and importance of the school's Acceptable Use Policy in original language.
- 4.39 Use quotations and footnotes appropriately.
- 4.40 Cite electronic sources correctly (*IT 2.20*).

Standard 5: Synthesize Information

Students will organize new information from multiple sources to construct a product that communicates the results of their research.

- 5.9 Consider the purpose and audience for the product and/or presentation.
- 5.10 Select an appropriate media format (e.g., oral, written, web/multimedia, TV/video) to communicate new understandings and knowledge.
- 5.11 Organize information in a way which is appropriate for the assignment, project, or question.
- 5.12 Create a storyboard, script, layout or rough draft of research notes.
- 5.13 Use word processing, editing, dictionary and thesaurus tools to produce a polished, original product that clearly communicates research results.
- 5.14 Present a final product using an appropriate format: report, diorama, poster, software program, web page or other medium of communication.
- 5.15 Practice collaborative skills.
- 5.16 Understand that preparing for a presentation will become a life long skill.

Standard 6: Participate in Collaborative Activities

Students participate effectively in groups to pursue and generate information.

- 6.26 Integrate their own knowledge and information with that of others in the group.
- 6.27 Actively listen to and respectfully respond to the point of view of others.

Continued

- 6.28 Collaborate with others to lead, facilitate, negotiate and otherwise participate in defining the information needs of a group.
- 6.29 Participate actively in group discussions to devise solutions to information problems that integrate group members' information and ideas.
- 6.30 Work to move the group to consensus after substantive conversations and sharing of information and ideas among all the members of the group.
- 6.31 Help organize and integrate the contributions of all the members of the group into information products.
- 6.33 Participate effectively as a member of a group in evaluating the content and delivery of its work and the effectiveness of the group's work habits.

Standard 7: Evaluate

Students will evaluate both the research process and the final product. This may include both self and peer evaluation.

- 7.5 Continue to practice self-evaluation. Develop peer evaluation skills.
- 7.11 Voluntarily apply legal principles and ethical conduct related to information technology such as:
 - Copyright law
 - Plagiarism
 - Privacy
 - Telecomputing etiquette
 - Acceptable use of resources.

Standard 8: Appreciate Literature

Students will gain increased enjoyment of literature and grow in their abilities to locate and select appropriate reading materials independently.

- 8.20 Recognize characteristic styles of various authors and illustrators.
- 8.21 Identify award-winning books, their selection criteria, and attributes.
- 8.23 Demonstrate an understanding of the characteristics of the different literary genres, including: fantasy, folklore, poetry, drama, biography, short stories, science fiction, historical fiction, realistic fiction, and humor.

Information Fluency Standards
Grade 10

Standard 1: Define an Information Task

Students will be able to define problems competently and identify the needed information.

- 1.19 Select a topic and/or develop a thesis independently.
- 1.20 Demonstrate understanding of the final product.
- 1.21 Develop an essential question to answer.
- 1.22 Skim/read reference sources to provide background information and generate subsidiary questions.

Standard 2: Develop Information Seeking Strategies

Students will be able to develop strategies to find information relevant to their question or personal need.

- 2.20 Use a strategy for finding relevant information from a variety of sources.
- 2.21 Assess the value of various types of electronic resources for data gathering including databases, internet sites, electronic reference works, community and government electronic resources.
- 2.22 Develop keywords and phrases to search for information.
- 2.23 Use new search engines and directories to survey a topic.
- 2.24 Narrow or expand a topic based on preliminary searching.
- 2.25 Select primary (e.g., diaries, interviews, works of literature) and secondary (e.g., biographies, journal articles, abstracts) sources as appropriate.

Standard 3: Locate and Access Information

Students will be able to access and gather information efficiently and effectively.

- 3.29 Independently develop an information search strategy.
- 3.30 Independently locate information outside the school library media center.
- 3.31 Use a periodical index.
- 3.32 Use technology to locate, evaluate and collect information from a variety of sources.
- 3.33 Use Boolean operators (e.g., and/but/not) to query databases for information retrieval.
- 3.34 Search for information within a source.
- 3.35 Evaluate and select the best sources for the information need using ABC (Authority, Bias, Content) format or comparable rubric.

Continued

Standard 4: Use Information

Students will be able to: a) evaluate resources for their appropriateness, b) select the best resource and extract the relevant information, and c) practice ethical behavior and respect for intellectual property rights.

- 4.8 Practice independent critical thinking when reviewing a potential information source by: distinguishing between verifiable facts and value claims; determining authority and factual accuracy of a statement; detecting bias.
- 4.9 Compare and contrast information from different sources.
- 4.10 Routinely evaluate web sites for authenticity when using them (*IT 3.14*).
- 4.24 Create original graphic organizers and outlines.
- 4.25 Extrapolate information found in tables, charts, and graphs.
- 4.26 Gather information to support a point of view in persuasive writing.
- 4.27 Develop the skill of integrating results into a research project (*IT 3.13*).
- 4.37 Demonstrate legal and ethical behaviors regarding the use of technology and information.
- 4.38 Explain the provisions and importance of the school's Acceptable Use Policy in original language.
- 4.39 Use quotations and footnotes appropriately.
- 4.40 Cite electronic sources correctly (*IT 2.20*).
- 4.41 Explain laws restricting use of copyrighted materials on the internet (*IT 2.18*).

Standard 5: Synthesize Information

Students will organize new information from multiple sources to construct a product that communicates the results of their research.

- 5.10 Select an appropriate media format (e.g., oral, written, web/multimedia, TV/video) to communicate new understandings and new knowledge.
- 5.11 Organize the information in a way which is appropriate for the assignment, project, or question.
- 5.12 Create a storyboard, script, layout or rough draft of research notes.
- 5.13 Use word processing, editing, dictionary and thesaurus tools to produce a polished, original product that clearly communicates research results.
- 5.14 Present a final product using an appropriate format: report, diorama, poster, software program, web page or other medium of communication.
- 5.15 Practice collaborative skills.
- 5.16 Understand that preparing for a presentation will become a life long skill.

Standard 6: Participate in Collaborative Activities.

Students participate effectively in groups to pursue and generate information.

- 6.26 Integrate their own knowledge and information with that of others in the group.
- 6.27 Actively listen to and respectfully respond to the point of view of others.
- 6.28 Collaborate with others to lead, facilitate, negotiate and otherwise participate in defining the information needs of a group. **Continued**

- 6.29 Participate actively in group discussions to devise solutions to information problems that integrate group members' information and ideas.
- 6.30 Work to move the group to consensus after substantive conversations and sharing of information and ideas among all the members of the group.
- 6.31 Help organize and integrate the contributions of all the members of the group into information products.
- 6.32 Work with others to create and evaluate complex information products that integrate information in a variety of formats.
- 6.33 Participate effectively as a member of a group in evaluating the content and delivery of its work and the effectiveness of the group's work habits.

Standard 7: Evaluate

Students will evaluate both the research process and the final product. This may include both self and peer evaluation.

- 7.5 Continue to practice self-evaluation. Develop peer evaluation skills.
- 7.11 Voluntarily apply legal principles and ethical conduct related to information technology such as:
 - Copyright law
 - Plagiarism
 - Privacy
 - Telecomputing etiquette
 - Acceptable use of resources.

Standard 8: Appreciate Literature

Students will gain an increased enjoyment of literature and grow in their abilities to locate and select appropriate reading materials independently.

- 8.20 Recognize characteristic styles of various authors and illustrators.
- 8.22 Perform preliminary research to enhance appreciation of literature.
- 8.23 Demonstrate an understanding of the characteristics of the different literary genres, including: fantasy, folklore, poetry, drama, biography, short stories, science fiction, historical fiction, realistic fiction, and humor.

Information Fluency Standards Grade 11

Standard 1: Define an Information Task

Students will be able to define problems competently and identify the needed information.

- 1.20 Demonstrate an understanding of the final product.
- 1.21 Develop an essential question to answer.
- 1.22 Skim/read reference sources to provide background information and generate subsidiary questions.
- 1.23 Develop a thesis statement, demonstrating a particular point of view.

Standard 2: Develop Information Seeking Strategies

Students will be able to develop strategies to find information relevant to their questions or personal need.

- 2.20 Use a strategy for finding relevant information from a variety of sources, and be able to shift the strategy as necessary, based on resource availability and relevance of found data.
- 2.21 Assess the value of various types of electronic resources for data gathering, including databases, internet sites, electronic reference works, community and government electronic resources.
- 2.22 Develop keywords and phrases to search for information.
- 2.23 Use new search engines and directories to survey a topic.
- 2.24 Narrow or expand a topic based on preliminary searching.
- 2.25 Select primary (e.g., diaries, interviews, works of literature) and secondary (e.g., biographies, journal articles, abstracts) sources as appropriate.

Standard 3: Locate and Access Information

Students will be able to access and gather information efficiently and effectively.

- 3.29 Independently develop an information search strategy.
- 3.30 Independently locate information outside the school library media center.
- 3.31 Use a periodical index.
- 3.32 Use technology to locate, evaluate and collect information from a variety of sources.
- 3.35 Evaluate and select the best sources for the information need using ABC (Authority, Bias, Content) format or comparable rubric.

Standard 4: Use Information

Students will be able to: a) evaluate resources for their appropriateness, b) select the best resources and extract the relevant information, and c) practice ethical behavior and respect for intellectual property rights.

Continued

- 4.8 Practice independent critical thinking when reviewing a potential information source by: distinguishing between verifiable facts and value claims; determining authority and factual accuracy of a statement; detecting bias; identifying unstated assumptions; distinguishing between warranted and unwarranted claims; distinguishing between relevant and irrelevant information, claims or reasons; and recognizing logical inconsistencies or fallacies in a line of reasoning.
- 4.10 Routinely evaluate web sites for authenticity when using them (*IT 3.14*).
- 4.11 Develop a list of authorities on a specific topic.
- 4.27 Independently integrate, with correct citation, electronic research results into a research project (*IT 3.13*).
- 4.37 Demonstrate legal and ethical behaviors regarding the use of technology and information.
- 4.37 Explain laws restricting use of copyrighted materials on the internet (*IT 2.18*).

Standard 5: Synthesize Information

Students will organize new information from multiple sources to construct a product that communicates the results of their research.

- 5.15 Practice collaborative skills.
- 5.16 Understand that preparing for a presentation will become a lifelong skill.

Standard 6: Participate in Collaborative Activities

Students participate effectively in groups to pursue and generate information.

- 6.26 Integrate their own knowledge and information with that of others in the group.
- 6.27 Actively listen to and respectfully respond to the point of view of others.
- 6.28 Collaborate with others to lead, facilitate, negotiate and otherwise participate in defining the information needs of a group.
- 6.29 Participate actively in group discussions to devise solutions to information problems that integrate group members' information and ideas.
- 6.30 Work to move the group to consensus after substantive conversations and sharing of information and ideas among all the members of the group.
- 6.31 Help organize and integrate the contributions of all the members of the group into information products.
- 6.32 Work with others to create and evaluate complex information products that integrate information in a variety of formats.
- 6.33 Participate effectively as a member of a group in evaluating the content and delivery of its work and the effectiveness of the group's work habits.

Standard 7: Evaluate

Students will evaluate both the research process and the final product. This may include both self and peer evaluation.

- 7.5 Continue to practice self-evaluation and develop peer evaluation skills.

Continued

7.11 Voluntarily apply legal principles and ethical conduct related to information technology such as:

- Copyright law
- Plagiarism
- Privacy
- Telecomputing etiquette
- Acceptable use of resources.

Standard 8: Appreciate Literature

Students will gain an increased enjoyment of literature and grow in their abilities to locate and select appropriate reading materials independently.

- 8.20 Recognize characteristic styles of various authors and illustrators.
- 8.22 Perform preliminary research to enhance appreciation of literature.
- 8.23 Demonstrate an understanding of the characteristics of the different literary genres, including: fantasy, folklore, poetry, drama, biography, short stories, science fiction, historical fiction, realistic fiction, and humor.

Information Fluency Standards
Grade 12

Standard 1: Define an Information Task

Students will be able to define problems competently and identify the needed information.

- 1.20 Demonstrate an understanding of the final product.
- 1.21 Develop an essential question to answer.
- 1.22 Skim/read reference sources to provide background information and generate subsidiary questions.
- 1.23 Develop a thesis statement, demonstrating a particular point of view.

Standard 2: Develop Information Seeking Strategies

Students will be able to develop strategies to find information relevant to their question or personal need.

- 2.20 Use a strategy for finding relevant information from a variety of sources, and be able to shift the strategy as necessary, based on resource availability and relevance of found data.
- 2.21 Assess the value of various types of electronic resources for data gathering, including databases, internet sites, electronic reference works, community and government electronic resources.
- 2.22 Develop keywords and phrases to search for information.
- 2.23 Use new search engines and directories to survey a topic.
- 2.24 Narrow or expand a topic based on preliminary searching.
- 2.25 Select primary (e.g., diaries, interviews, works of literature) and secondary (e.g., biographies, journal articles, abstracts) sources as appropriate.

Standard 3: Locate and Access Information

Students will be able to access and gather information efficiently and effectively.

- 3.29 Independently develop an information search strategy.
- 3.30 Independently locate information outside the school library media center.
- 3.31 Use a periodical index.
- 3.32 Use technology to locate, evaluate, and collect information from a variety of sources.
- 3.35 Evaluate and select the best sources for the information need using ABC (Authority, Bias, Content) format or comparable rubric.

Continued

Standard 4: Use Information

Students will be able to: a) evaluate resources for their appropriateness, b) select the best resources and extract the relevant information, and c) practice ethical behavior and respect for intellectual property rights.

- 4.8 Practice independent critical thinking when reviewing a potential information source by: distinguishing between verifiable facts and value claims; determining authority and factual accuracy of a statement; detecting bias; identifying unstated assumptions; distinguishing between warranted and unwarranted claims; distinguishing between relevant and irrelevant information, claims or reasons; and recognizing logical inconsistencies or fallacies in a line of reasoning.
- 4.10 Routinely evaluate web sites for authenticity when using them (*IT 3.24*).
- 4.11 Develop a list of authorities on a specific topic.
- 4.27 Independently integrate, with correct citations, electronic research results into a research project (*IT 3.13*).
- 4.37 Demonstrate legal and ethical behaviors regarding the use of technology and information.

Standard 5: Synthesize Information

Students will organize new information from multiple sources to construct a product that communicates the results of their research.

- 5.15 Practice collaborative skills.
- 5.16 Understand that preparing for a presentation will become a lifelong skill.

Standard 6: Participate in Collaborative Activities

Students participate effectively in groups to pursue and generate information.

- 6.26 Integrate their own knowledge and information with that of others in the group.
- 6.27 Actively listen to and respectfully respond to the point of view of others.
- 6.28 Collaborate with others to lead, facilitate, negotiate and otherwise participate in defining the information needs of a group.
- 6.29 Participate actively in group discussions to devise solutions to information problems that integrate group members' information and ideas.
- 6.30 Work to move the group to consensus after substantive conversations and sharing of information and ideas among all the members of the group.
- 6.31 Help organize and integrate the contributions of all the members of the group into information products.
- 6.32 Work with others to create and evaluate complex information products that integrate information in a variety of formats.
- 6.33 Participate effectively as a member of a group in evaluating the content and delivery of its work and the effectiveness of the group's work habits.

Continued

Standard 7: Evaluate

Students will evaluate both the research process and the final product. This may include both self and peer evaluation.

- 7.5 Continue to practice self-evaluation and develop peer evaluation skills.
- 7.11 Voluntarily apply legal principles and ethical conduct related to information technology such as:
 - Copyright law
 - Plagiarism
 - Privacy
 - Telecomputing etiquette
 - Acceptable use of resources.

Standard 8: Appreciate Literature

Students will gain an increased enjoyment of literature and grow in their abilities to locate and select appropriate reading materials independently.

- 8.20 Recognize characteristic styles of various authors and illustrators.
- 8.22 Perform preliminary research to enhance appreciation of literature.
- 8.23 Demonstrate an understanding of the characteristics of the different literary genres, including: fantasy, folklore, poetry, drama, biography, short stories, science fiction, historical fiction, realistic fiction, and humor.